Hob Moor Oaks Scheme of Work for Understanding of the World

What is the **intent** of teaching Knowledge and Understanding the World at Hob Moor Oaks?

At Hob Moor Oaks Understanding the World (UTW), including Science, History, Computing, Geography and RE are taught to develop and extend pupil's better understanding of the world around them. This will be broken down into themes and topics over the school year within the long term plan. The topic, and indeed the presentation and teaching of the UTW must engage the learners, and include learning experiences and activities which are concrete and not abstract. Within Hob Moor Oaks it is not a one size fits all model and activities are differentiated by class teachers and the learning is extremely personalised and purposeful to the child in the classroom, all of our children are working below age related expectations. As a school we learn through a play based environment using children's interests to encourage child led engagement in different activities across the school day.

The 3 year long term plan allows pupils to develop and extend their knowledge within the subjects of UTW, they show progression from Year 1 where a subject may be introduced - For example modes of transport, then the second year will include How we travel in or to a location, progressing the third year of planning and going on a journey using transport.
Religious Education (RE) is embedded within the school week, this includes Whole School Assembly (including reflection/worship); Celebrations (Birthdays, Christmas etc.) Cross curricular links will be made through Art, Literacy, Science, History, Geography, PSED etc.

How is this **implemented** in Hob Moor Oaks?

Pre-formal	**Semi-formal**	**Formal**
Sensory, hands on experiences linked to topic allowing opportunities to experience the world around them in a safe environment. Being able to tolerate new sensory experiences. Educational visits, theme day or visitors to school used to ignite or consolidate learning. EYFS Profile.	UTW- mainly cross-curricular learning opportunities which are sensory,practical hands-on learning linked to the topic allowing opportunities to experience the world around them in a safe environment. Learning activities are concrete and not abstract. Educational visits, theme day or visitors to school used to ignite or consolidate learning.	Discrete or cross-curricular Science, Geography, History and RE. This may include "topic" weeks during the school year including for coverage of key areas. Learning activities in the formal phase may be both concrete and abstract depending on the learners in the class group.

		Educational visits, themed days or visitors to school used to ignite or consolidate learning. Branching into National Curriculum.

What is the **impact** of this in Hob Moor Oaks?

UTW is assessed using learning intentions which are taken from the Cherry Gardens Schemes of Work and written observations are made in workbooks or on Tapestry. Through different types of play, active, and experiential learning opportunities as well as practical activities, children will be provided with meaningful experiences which are concrete learning activities, rather than more abstract experiences. These will stimulate their senses as well as encourage them to ask questions, explore and wonder at their environment. They will undertake investigations that engage their interests, and develop awareness of the beliefs and views of others. Our sessions incorporate PSED, CLL and MD links as we continue to develop children's understanding of the world around them. For pupils who are subject specific learning in Science, the work has a focus on engagement in order to develop early subject specific knowledge and skills. Communication and personal/social development remain an integral part of all delivery.

Intent **What outcomes do we want the pupils to achieve by the end of this curriculum stage?**	**Implementation** **What opportunities and provision will we provide in order to achieve this?**
Pre - formal curriculum (linked to branches 1-4)	See MD schemes of work and routes for learning guidance, other Schemes of Work for reference can include CLL, PSED and PD

Semi - formal curriculum (linked to branches 5-7)

By the end of this curriculum stage, pupils will be able to…

Scientific Enquiry

Pupils will explore simple scientific equipment in order to use them for a specific planned effect.

Pupils will have a growing awareness of their actions on objects and materials. They will experiment with changing/ repeating these actions to increase their problem-solving skills.

Pupils will be able to use simple scientific language and descriptive words to talk about their scientific exploration and experimenting so they can articulate their observations and communicate their ideas.

Key strategies and types of provision/resources:

- All pupils to have access to relevant scientific vocabulary - symbols, AAC devices etc .
- Staff modeling scientific language using communication systems with pupil and others
- Specific science vocab to be out at scientific enquiry play set ups
- Open ended play set ups that provoke simple science investigation such as magnetism, forces, heating and cooling and changing materials.
- A range of scientific tools to explore during free-play, including scientific role play such as magnifying glasses, test tubes, pipettes, magnets etc.
- Music box/area available for children to practice playing instruments loud/quiet, fast/slow
- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Weekly cooking sessions to practice using specific tools to cut, heat, cool, mix, separate/combine
- Swimming sessions to look at floating and sinking with toys and objects
- Children to have regular access to water/ sand/mud play with a range of tools available, staff modeling and parallel play will offer opportunities to develop skills including sharing and mirroring actions
- PE lessons using a range of equipment to explore forces, speed and trajectory.
- Soft Play, Sensory Room and White room which focus on movement, cause and effect, light and dark

Community/Specialist Provision:

- Forest schools to explore simple tests on objects, rolling, pulling, deconstruction
- Science week activities to explore exciting experiments
- PE/Sports Competitions will develop skills; bowling, boccia, kurling
- Swimming - as above

Semi - formal curriculum (linked to branches 5-7)

By the end of this curriculum stage, pupils will be able to…

The World

Pupils will have a good understanding of the way we use different everyday objects and that some objects have related parts in order to use them appropriately.

Pupils will explore and interact with natural objects, plants and animals. They will be able to use simple language and descriptive words to talk about plants and animals and start to notice differences.

Pupils will have a growing awareness of their environment. They will use their memory/signs/symbols to transition and find areas within their environment so that they can move around more independently.

Key strategies and types of provision/resources:

- All pupils to have access to their AAC, updated with relevant scientific vocabulary.
- Staff modelling appropriate related language using communication systems with pupil and others
- Visuals with specific vocabulary to be out at related play set ups
- Open ended play set ups that provoke simple exploration of everyday objects
- A range of objects to explore during free-play, including home corner role play such as cooking and household equipment where adults model their use and function.
- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Playground: exploration of their environment, with lots of plants and flowers to explore · Weekly cooking sessions to practice using specific tools for appropriate purpose
- Weekly sessions to the sensory garden to explore natural objects, plants and gardening · Rooms labelled within the school environment and lots of repetition to practice transitioning to them using key symbols and other visual supports.
- Spaces within the classroom to be labelled so students can start to remember where favourite toys/ activities are kept and are encouraged to access these independently throughout the day. · Pupils to help setting up and preparing snack to develop their understanding of the use of everyday objects
- Tidy up time is used as a teaching activity where children return items to where they are from using labels and visuals to support this.

Community/Specialist Provision:

- Visits to the nature garden to explore plants and natural objects
- Visits to local farms/ zoos to see animals
- Animals to come and visit the school to interact with

Semi - formal curriculum (linked to branches 5-7)
By the end of this curriculum stage, pupils will be able to…

People and Communities

Pupils will have a good understanding of significant relationships, becoming more interested in stories regarding themselves and their families.

Pupils will have a growing awareness of their sense of self; being able to comment on pictures of themselves and being able to identify simple attributes that make them unique.

Pupils will mirror everyday functional actions and tasks that reflect their own cultural and family background in pretend play e.g. making a cup of tea.

Key strategies and types of provision/resources:

- Displays in the classroom to have photos of the children at eye level to provoke commenting on themselves.
- Children to use cameras to take photos of themselves and others.
- Sensory stories to be adapted and related to children's own religion/ cultures.
- Have personalised books available for the children to see themselves, friends and family.
- All pupils to have access to their AAC, updated with relevant vocabulary.
- Staff modelling related scientific language using communication systems with pupil and others · Chat boards with specific science vocabulary to be out at related play set ups
- Open ended play set ups that provoke simple exploration of everyday objects
- Role play set ups/rooms to reflect different family cultures and traditions e..g Diwali, EID
- Real life objects in role play area to promote practice of using and understanding their function
- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Opportunities to try food from different cultures.
- Students doing jobs around school to practice functional skills they have observed at home
- Adult commenting rather than questioning to develop language.

Community/Specialist Provision:

- Exploring the local area to see local cultures & event themed trips such as Christmas markets/ Santa's grotto trip at Christmas time
- School to celebrate special events in different religions; Diwali, eid
- Specialist menu changes for special events; Chinese new year, Eid Mubarak
- Link with a mainstream early years setting

Semi - formal curriculum (linked to branches 5-7) By the end of this curriculum stage, pupils will be able to… **ICT** Pupils will have a good understanding of cause and effect and will be able to access a range of devices using buttons, dials and switches to select and alter different functions. Pupils will be able to use a range of simple ICT equipment with control, such as headphones, single click mouse and keyboard. Pupils will be able to use ICT equipment to carry out simple purposeful tasks such as playing music, watching a video and printing out an image or text.	**Key strategies and types of provision/resources:** • Access to a computer, ipad and interactive whiteboard as part of the continuous provision in class. • Single click mouse, lower case keyboard and headphones used to facilitate access. • Adapted switches for pupils with barriers to access. • A range of appropriate apps and computer programs available to motivate and inspire pupil exploration and perseverance. • More complex cause and effect toys available as part of play set ups – buttons, dials, twist and pull toys. • Daily access to a range of fine motor activities to increase skill and control. • Real ICT equipment available for exploration – cameras, phones • Role play area using real world objects such as old laptops and telephones. • Sensory room to be used with switches to allow pupils to control the equipment independently. • Supervised cooking activities using electrical equipment such as a toaster, blender or electric whisk. • Use of typing and mark-making programs to support the CLL curriculum. • Pupils to print out work created on the computer for display in the classroom. • Teaching pupils to use the lifts and door opening systems more independently to understand the inputs. • Creating photographs of their practical work in class and turning into scrap books by printing out their photographs. • Children's youtube app for reward times to promote independence in finding and playing the videos or songs. **Community/Specialist Provision:**

	• Using a computer at the library. • Using a camera or ipod to document their own class trips. • Using lifts and door entry systems

Formal curriculum (linked to branches 8+) By the end of this curriculum stage, pupils will be able to… **Scientific Enquiry** Pupils will be able to carry out a simple science investigation to find something out, choosing and collecting appropriate tools, collecting and recording data and saying what they might do differently next time. Pupils will be able to make simple predictions within new experiments and will make an informed prediction based on their past experience when repeating science experiments. Pupils will begin to experiment with electrical components, developing their understanding of electricity in order to build a simple working circuit. Pupils will begin to sort objects according	**Key strategies and types of provision/resources:** • Weekly science investigation groups with a focus on the relevant strand from the curriculum mapping. • Pupils to have constant access to their AAC, including key scientific vocab. • Access to symbols to introduce new scientific vocabulary • Visual schedules to allow pupils to follow a set of instructions to complete the task. • Structured sequence board or other appropriate template to allow pupils to plan their actions more independently. • Opportunities to evaluate and plan for the future - what would they change or do differently next time • Regular cooking sessions to make predictions, practice using tools and discuss physical processes • A simple structure for pupils to say what they liked/didn't like or what they want to do differently. • Modelling simple science experiments for pupils to copy and plan themselves in play set ups – supported by visuals • Adult commenting rather than questioning to develop language. • A group of pupils at a similar level in order that they can engage in cooperative/associative play and learning. • Object hunts in school/ playground made of different objects to discuss and sort • Simple visual safety instructions modelled by adults. • Exciting play set ups that provoke children to explore forces and experiment with objects • A wider range of functional tools to explore during free-play, including scientific

to specific scientific attributes to help them in understanding scientific properties.	measuring tools eg stop watch, measuring jugs, thermometers, scales, tape measures, • Swimming sessions which focus on forces, floating and sinking **Community/Specialist Provision:** • Trips to science museums to observe/ take part in science experiments with forces • Forest schools to carry out simple planned investigations and collect data • Science week activities to take part in/ observe exciting experiments • SSP Competitions; bowling, boccia, kurling

Formal curriculum (linked to branches 8+) By the end of this curriculum stage, pupils will be able to… **People and Communities** Pupils will be able to recognise past and present special events within their lives and be able to discuss these from their own perspective. Pupils will develop knowledge and interest in different occupations and customs through role-play as well as joining in with these at home and school with increased interest.	**Key strategies and types of provision/resources:** • Displays around the school to have photos of special school events (at eye level) to provoke commenting on themselves. • Children to use cameras to take photos and videos of special school events to later discuss. • Book corner to have cultured related stories e.g Handa's surprise • Have personalised books available for the children to promote discussion of special personal events. • All pupils to have access to their AAC, updated with relevant vocabulary. • Topic related fringe vocabulary added to AAC regularly. • Role play set ups/rooms to reflect different family cultures and traditions e..g Diwali, EID , Christmas theme • Role play and small world set ups themed around different occupations e.g. doctors, hairdressers, shop • A range of objects to explore during free-play, including home corner role play where children can imitate customs and routines they have observed. • Weekly cooking sessions to practice cooking dishes from different cultures and events. • Adult questioning rather than commenting to develop understanding. **Community/Specialist Provision:** • Event themed trips such as Christmas markets/ Santa's grotto trip at Christmas time • School to celebrate special events in different religions; Diwali, eid • Specialist menu changes for special events; Chinese new year, Eid Mubarak • Visits from people in specialist occupations; police, fireman, doctor etc.

Formal curriculum (linked to branches 8+)

By the end of this curriculum stage, pupils will be able to…

The World

Pupils will be able to move around their environment confidently, naming different places in their home, school and community.

Pupils will begin to show care and concern for living things, noticing changes within plants and animals and how they decay and transform over time.

Pupils will ask questions and discuss why things happen and how they work in order to develop a greater understanding of their familiar world.

Pupils will begin to develop curiosity about where they live and the world around them. They will be able to use language to comment on their environment and begin to talk about similarities, differences and changes.

Pupils will begin to sort plants, animals and objects according to specific criteria to help them in understanding properties.

Key strategies and types of provision/resources:

- All pupils to have access to their AAC, updated with relevant scientific vocabulary.
- Staff modelling scientific language using communication systems with pupil and others
- Chat boards with specific vocab to be out at related play set ups
- Open ended play set ups that encourage children to investigate and problem solve.
- A range of real-life objects to explore during free-play, including home corner role play such as cooking and household equipment
- Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- Regular sensory garden and gardening sessions to help understand how to grow and look after plants.
- Pupils use personal timetables to help transitions and can move independently to a session if it is in another space e.g music, softplay.
- Students doing jobs independently around school to practice transitioning to different places more independently using key fobs to access other areas of school without adult support.
- Children encouraged to use communication aids to request items which are not present.

Community/Specialist Provision:

- Visits to the nature garden to take part in Forest schools sessions
- Visits to local farms/ zoos to learn about animals, life cycles and habitats
- Animals visit school for children to learn how to care for them
- Community trips to visit local areas of interest. Looking at maps and signs in the community for directions
- Shopping trips to buy resources for school. Recognising the shop signs and using lists to find the things they need

Formal curriculum (linked to branches 8+)	Key strategies and types of provision/resources:
By the end of this curriculum stage, pupils will be able to… **ICT** Pupils will be able to complete simple programming tasks to achieve a goal, inputting a series of instructions. Pupils will be able to use ICT equipment to carry out more complex, multi-step tasks and show understanding of the difference between a variety of control functions eg photo editing	• Remote control cars and floor turtles used with grids or roads marked out on the floor. • Access to a range of simple computer programs and games such as car racing, drawing packages and music exploration. • Real ICT equipment available for exploration – CD players, cameras, phones • Role play area using real world objects such as old laptops and telephones. • Use of cameras and photo editing programs for art and PSED sessions • Pupils help with school jobs such as photocopying, putting on the laundry and making posters. • Opportunities for supported and independent work on the computer and ipad across the curriculum. • Supervised cooking, DT, woodwork and music activities that provide opportunities for use of a variety of ○ electrical equipment such as: sewing machine, drill, blender, cooker, sound recording apps or devices. · Access to music or art packages on the computer or ipad which involve a range of controls. Eg changing, colour, shape, size and orientation for a drawing package. Changing instrument, tempo and pattern in a musical game. **Community/Specialist Provision:** • Using a computer at the library. • Touch screen ordering systems in shops. • Using a camera or ipod to document their own class trips and edit simple videos. • Self-checkout touch screen controls.